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ELD 308

5 March 2012

Interactive Read-Aloud Lesson Plan

**Grade:** 4

**Time:** 15 minutes

**Standard:**

* RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Objective:**

* Students will be able to comprehend the text and recount the details of the book.
* The students will also be able to practice interpretation and evaluation skills.

**Materials:** *If You Were An Astronaut* by Dinah L. Moche, Ph.D.

**Lesson Sequence:**

**Before Reading:**

* “Have any of you boys and girls thought about what it would be like to be an astronaut? It certainly wouldn’t be like a usual job, like being a teacher right?” I will allow for three students to answer what they think it would be like to be an astronaut.
* “What do you think your job as an astronaut would consist of? What kind of activities? How would it be different than living here on Earth?” I will allow for two more students to answer.
* At this point I will bring out the book and read the title. “So if you were an astronaut, what would you do? How would you feel about that? Does this picture make you think of anything you want to share?” Then I will allow two students to talk about if they were an astronaut and what they think the picture describes about the content of the book. The picture is of an astronaut in space without any gravity yet in the large white suit. “Those were some great ideas; let’s see if some of those ideas are in this book.

**During Reading:**

* I do not want to stop too many times while reading this book. I will check to make sure the students are actively engaged in the story by looking around from time to time. There are a few points in the book I marked when I want to stop and asking questions where the students can use their prediction skills.

1. When I read about leaving Earth and traveling to space at the fast rate I want to stop to talk to the students. “As you climb faster you feel three times heavier than usual. That’s called undergoing 3 g’s. It feels as if ther is a rock on your chest. 1 g is your normal weight on Earth, or gravity’s pull here.” I will then stop and say, “Imagine having a rock on your chest. You wouldn’t quite be without gravity yet so there would be a force holding you down. What do you think your body would be doing at this point? Good predictions, that wouldn’t feel too nice to me either.”
2. I will also stop reading at the part where they are talking about eating in space. “Many are dried or heated to keep them from spoiling. There’s no refrigerator on the shuttle.” I will ask a student what their favorite food is and ask them to predict what it would look and feel like if it were dried up as space food. “Can you imagine what it would be like to eat that dried up food in space? How hard would it be to eat without a refrigerator or fresh food?”
3. Lastly, I want to stop at a picture of an astronaut strapped in a wall. “Boys and girls, can anyone predict when and why astronauts need to be strapped to the wall? Do you think there are any daily activities that we need to stay in one place for? Right, sleeping is important! They can’t be floating around while sleeping, that might get a little dangerous! Good predictions and way to analyze the picture.”

**After Reading:**

* I immediately want to start a conversation because the end of the book allows for discussion by asking, “Will you join a crew?” I will open up that question to the students and allow for two students to answer and if other students want to participate they can use the “connection” symbol.
* Then, I will ask one student to summarize the different activities astronauts had to partake in. “Can anyone be brave just like those astronauts and recount all of the different activities astronauts do?”
* Next, I want to ask them to compare and contrast astronauts with living on Earth and another job. “How is being an astronaut different than any other job we can have on Earth? Is there any way that the jobs are similar?”
* “What a great discussion we had about astronauts. Aren’t they so interesting to learn about?”

**Assessment:**

* I will know if students are successful by making sure they are actively paying attention and participating in the discussion of the book. As long as they are engaged in the story and making connections I will consider that meeting the lesson requirements.